



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10129 E. Speedway Blvd., Tucson, AZ 85748

Talented and Gifted Charter School, LLC.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 Performing  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Ron Hom  
Schedule : 07:00 AM to 04:00 PM  
Grades : K-8  
2005 Enrollment : 361  
Web Address :  
Phone Number : (520) 296-0006  
Fax Number : (520) 296-0046  
E-mail : moviemaverick@comcast.net

### Mission

We will show that children from any social-economic background can perform equally or better than children with exposure to an abundance of educational resources. All children have the ability to learn and achieve levels of exceptional competency. Education has turned the corner and is racing towards technology for both content and relevancy. To keep pace with the competitive world, students need lessons embedded with Internet Projects and other research-based teaching strategies.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Not Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Arizona Academic Standards: Curriculum objectives are congruent with the Arizona Academic Standards and exceeds essential skills expectations for each grade level. Students are encouraged to accelerate beyond normal grade-level expectations.
- ü Effective Pedagogy: Curric. organization and presentation influences retention, comprehension, recall, generalization and common sense application. TAG utilizes Global/Need-to-Know Discussions, Choral Exercises, Mastery assessments, GATING.
- ü Internet Workshops/Projects/ Inquiry, WebQuest, Integrating Learning Styles with Multiple Intelligence, 16 Habits of mind, and Exploratory time.
- ü Positive discipline in the classrooms which has a direct link to academic achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 328  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 327

## Instructional Programs

- ü Oral Activities-Attention-Comprehension
- ü Socio-political Classroom Dynamics
- ü Global Discussions are Teacher-guided
- ü Need-to-Know Discussion-Student-directed
- ü Internet Workshop/Projects/Inquiry
- ü WebQuest
- ü Integrating Learning Styles/M. I. Theory
- ü Discipline in the classrooms/playground

## Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

## School

Inform parents and students about school/classroom homework procedures and purposes for assignments. Give assignments that are within the student's ability and at the same time offer a challenge. A positive discipline program with clear objectives. To keep pace with technology to provide the latest teaching and learning strategies for their children so that all students will have real-life advantageous in the workplace.

## Parents

Provide an environment conducive to learning. Schedule a regular time for completing homework assignments. Always reinforce your child's efforts in a positive way. Assist your child with assignments. Read regularly with your child.

## Transportation Policy

Will provide means of transportation for hardship cases such as homeless classification.

## School Honors

## Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü DoDDS Exceptional Performance Award	1999
ü Student Library Award - Reading 50 Hours	2000
ü St. Jude's Hospital Altruistic Award	2002
ü St. Jude's Hospital Altruistic Award	2003

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	37	79306	97	97	99	451	451	445	3	3	10	21	21	18	58	58	51	18	18	20
All Students (Prior Year)	37	37	75509	100	100	100	542	542	521	3	3	13	24	24	23	30	30	33	43	43	31
Female	20	20	38691	95	95	99	451	451	446	6	6	10	17	17	18	61	61	52	17	17	20
Male	17	17	40583	100	100	99	451	451	445	0	0	11	27	27	18	53	53	50	20	20	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	25	25	36197	96	96	99	455	455	463	0	0	5	23	23	11	55	55	53	23	23	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	39	39	69060	100	100	98	452	452	454	3	3	7	20	20	17	57	57	54	20	20	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	31	31	39966	100	100	100	449	449	459	4	4	6	18	18	12	64	64	52	14	14	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	37	79395	97	0	99	459	459	446	0	0	9	21	21	25	73	73	55	6	6	11
All Students (Prior Year)	37	37	75492	100	100	100	523	523	519	5	5	12	27	27	16	43	43	47	24	24	24
Female	20	20	38743	95	0	100	452	452	451	0	0	7	28	28	24	67	67	57	6	6	12
Male	17	17	40618	100	0	99	469	469	440	0	0	11	13	13	27	80	80	53	7	7	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	25	25	36221	96	0	99	462	462	465	0	0	4	18	18	15	73	73	63	9	9	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	39	39	69139	100	0	99	462	462	454	0	0	7	20	20	24	71	71	58	9	9	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	31	31	39986	100	0	100	459	459	461	0	0	4	21	21	16	71	71	63	7	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	37	78869	97	97	99	451	451	442	0	0	6	24	24	21	73	73	63	3	3	10
All Students (Prior Year)	37	37	75053	100	100	99	575	575	597	3	3	7	27	27	12	65	65	72	5	5	9
Female	20	20	38536	95	95	99	464	464	458	0	0	4	22	22	15	72	72	67	6	6	14
Male	17	17	40302	100	100	99	434	434	428	0	0	8	27	27	26	73	73	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	25	25	36078	96	96	99	457	457	459	0	0	4	18	18	16	77	77	66	5	5	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	39	39	68697	100	100	98	449	449	454	0	0	4	26	26	18	71	71	67	3	3	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	31	31	39837	100	100	100	450	450	457	0	0	4	25	25	14	75	75	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	78906	100	100	99	540	540	498	4	4	13	8	8	19	48	48	48	40	40	20
All Students (Prior Year)	30	30	76019	100	100	100	485	485	499	20	20	14	37	37	39	20	20	14	23	23	33
Female	19	19	38644	100	100	99	531	531	500	6	6	12	12	12	19	47	47	49	35	35	19
Male	12	12	40236	100	100	99	559	559	497	0	0	15	0	0	19	50	50	46	50	50	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	18	18	36483	100	100	99	536	536	517	7	7	7	7	7	13	43	43	51	43	43	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	29	29	68310	94	94	98	540	540	509	4	4	9	8	8	18	46	46	51	42	42	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	28	28	40295	100	100	100	544	544	513	5	5	7	5	5	13	45	45	50	45	45	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	78908	100	0	99	510	510	484	0	0	10	8	8	23	76	76	58	16	16	9
All Students (Prior Year)	30	30	76020	100	100	100	498	498	503	27	27	25	23	23	23	43	43	40	7	7	12
Female	19	19	38648	100	0	99	504	504	489	0	0	8	12	12	22	76	76	61	12	12	10
Male	12	12	40233	100	0	99	524	524	479	0	0	12	0	0	25	75	75	55	25	25	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	18	18	36502	100	0	99	512	512	502	0	0	4	14	14	14	64	64	67	21	21	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	29	29	68312	94	0	98	512	512	493	0	0	7	8	8	21	75	75	62	17	17	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	28	28	40315	100	0	100	511	511	498	0	0	5	9	9	15	73	73	66	18	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	78750	100	100	99	530	530	500	0	0	6	12	12	29	88	88	63	0	0	2
All Students (Prior Year)	30	30	75673	100	100	100	480	480	530	20	20	12	40	40	25	40	40	58	0	0	4
Female	19	19	38586	100	100	99	525	525	515	0	0	4	6	6	22	94	94	71	0	0	3
Male	13	13	40135	100	100	99	539	539	486	0	0	8	22	22	35	78	78	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	18	18	36440	100	100	99	538	538	516	0	0	3	0	0	22	100	100	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	30	30	68196	97	97	98	531	531	513	0	0	3	12	12	25	88	88	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	29	29	40260	100	100	100	528	528	514	0	0	3	13	13	21	87	87	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	78250	--	--	99	--	--	548	--	--	21	--	--	18	--	--	48	--	--	13
All Students (Prior Year)	--	--	75001	--	--	99	--	--	468	--	--	37	--	--	36	--	--	16	--	--	10
Female	--	--	38071	--	--	99	--	--	549	--	--	20	--	--	19	--	--	49	--	--	12
Male	--	--	40126	--	--	99	--	--	547	--	--	23	--	--	17	--	--	46	--	--	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	--	--	9329	--	--	100	--	--	454	--	--	64	--	--	18	--	--	16	--	--	2
Students without Disabilities	--	--	68996	--	--	99	--	--	561	--	--	16	--	--	18	--	--	52	--	--	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	--	--	44937	--	--	100	--	--	561	--	--	13	--	--	15	--	--	54	--	--	18

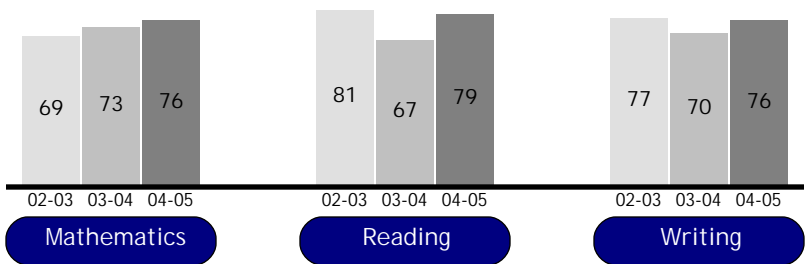
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	78302	--	--	99	--	--	512	--	--	11	--	--	25	--	--	57	--	--	7
All Students (Prior Year)	--	--	74918	--	--	99	--	--	497	--	--	32	--	--	19	--	--	35	--	--	15
Female	--	--	38082	--	--	99	--	--	518	--	--	8	--	--	24	--	--	61	--	--	7
Male	--	--	40166	--	--	99	--	--	507	--	--	14	--	--	26	--	--	54	--	--	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	--	--	9353	--	--	100	--	--	429	--	--	40	--	--	38	--	--	22	--	--	1
Students without Disabilities	--	--	69024	--	--	99	--	--	524	--	--	7	--	--	23	--	--	62	--	--	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	--	--	44979	--	--	100	--	--	525	--	--	6	--	--	18	--	--	66	--	--	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	78094	--	--	99	--	--	545	--	--	3	--	--	18	--	--	77	--	--	2
All Students (Prior Year)	--	--	74503	--	--	99	--	--	491	--	--	9	--	--	32	--	--	51	--	--	8
Female	--	--	38025	--	--	99	--	--	558	--	--	2	--	--	13	--	--	82	--	--	2
Male	--	--	40013	--	--	99	--	--	534	--	--	5	--	--	23	--	--	71	--	--	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	--	--	9275	--	--	100	--	--	444	--	--	14	--	--	46	--	--	39	--	--	1
Students without Disabilities	--	--	68892	--	--	98	--	--	559	--	--	2	--	--	14	--	--	82	--	--	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	--	--	44871	--	--	100	--	--	559	--	--	2	--	--	12	--	--	84	--	--	3

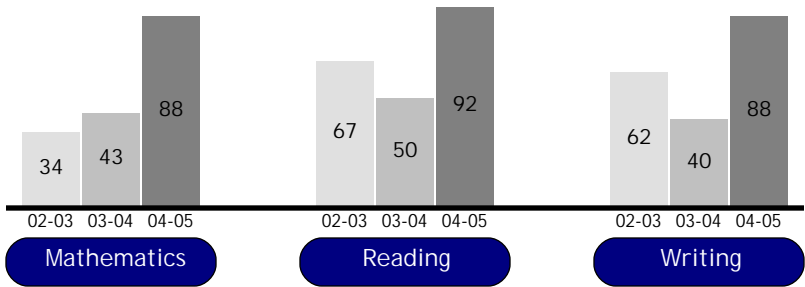
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

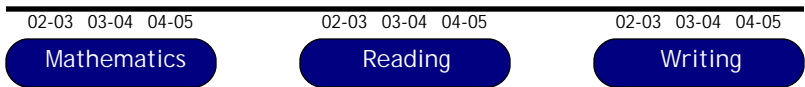
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	64	64	50	97	67	NA	58	91	48	48	47
	Language	100	62	62	43	100	68	68	50	91	53	53	47
	Mathematics	96	83	83	57	100	82	82	64	93	66	66	50
3	Reading	95	54	54	47	97	56	NA	55	100	54	54	44
	Language	100	58	58	54	100	67	67	61	100	52	52	44
	Mathematics	97	67	67	54	100	80	80	61	100	53	53	51
4	Reading	91	56	56	52	96	61	NA	56	97	47	47	48
	Language	91	50	50	48	100	62	62	52	97	51	51	49
	Mathematics	100	53	53	57	100	74	74	61	97	56	56	53
5	Reading	88	53	53	50	90	46	NA	55	100	65	65	50
	Language	85	45	45	46	93	36	36	49	100	61	61	50
	Mathematics	96	66	66	57	87	54	54	63	100	65	65	49
6	Reading	NC	NC	NC	53	84	47	NA	56	100	49	49	51
	Language	NC	NC	NC	45	100	42	42	48	100	57	57	47
	Mathematics	NC	NC	NC	62	95	62	62	66	100	56	56	52
7	Reading	--	--	--	51	--	--	--	54	100	49	49	50
	Language	--	--	--	54	--	--	--	58	100	50	50	52
	Mathematics	--	--	--	58	--	--	--	62	100	51	51	50
8	Reading	--	--	--	53	--	--	--	55	--	--	--	51
	Language	--	--	--	49	--	--	--	52	--	--	--	50
	Mathematics	--	--	--	58	--	--	--	61	--	--	--	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

3 School Administrator(s)  
 6 Non-certified Employee(s)  
 19 Teacher(s)  
 0 Parent(s)  
 5 Community Member(s)  
 0 Student(s)

## Council Duties

Ü School Administrators - M & O  
 Ü Teachers-Behavior Discipl. Intervention  
 Ü Community - Advisors/PTA/Extracurricular  
 Ü Teachers- Curriculum Development  
 Ü Teachers- Promotion/Retention Issues

## Staffing Information for School Year 2005-06

## Position

## Number

## Position

## Number

Administrator

3.00

Teacher

19.00

Other Professional Staff

3.00

Teacher Aide

3.00

## Years of Teaching Experience for School Year 2005-06

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years

8

2

0

0

4 to 6 years

6

0

0

0

7 to 9 years

1

1

0

0

10 or more years

4

4

0

0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.

9

Teachers with Emergency Certificaton.

1

Percent of teachers in the school with Emergency/Provisional Certification

5%

Percent of core classes not taught by Highly Qualified Teachers

11%

## Resources Available at School Site

## Special Facilities

Ü Computer Lab - Interactive Phonics/Math

Ü Video Production-Video Yearbook

Ü Computer Lab - Internet Access/Projects

Ü Library

## Extracurricular Activities

Ü Educational Field Trips

Ü Karate Classes

Ü Sports programs in development

Ü Moviemaking classes

Ü Drama classes

Ü Music program in development

## Social Services

Ü PTA - Parent-Teacher Association

Ü Parent Volunteers

Ü Police Resource Officers (Volunteers)

Ü After school program with Kidco

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Each year TAG students have scored much higher than the average scores in all state-wide standardized assessments such as AIMS and Stanford 9 tests.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	14	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	85	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We adopted teachings of Jane Nelsen-Positive Discipline in the Classroom and 'Love and Logic'. Students try to work out their differences/problems first. When problems persist, parents are notified. A Teacher-Parent-Student-Staff meeting may be organized for preventive-intervention.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ron Hom	(520) 296-0006
Transportation Policy	Robert Abshire	(520) 296-0006
Community Resources		(520) -
School Nutrition Programs	Margarita Carey	(520) 296-0006
Parent Organization	Jessica Walden	(520) 296-0006
Student Health/Nurse	Hope Tipton	(520) 296-0006

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

#### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

#### TITLE I TERMS

##### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

##### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

##### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

##### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

##### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 361 Copies = \$184.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.